Dear

A committee was assembled to discuss your objection to the teaching of John Steinbeck's *Of Mice and Men* met on October 17, 2008 at 2 p.m. at Camdenton High School. The committee reviewed *Of Mice and Men* based on your specific objection, which stated, "This is in direct conflict with the punishable rules that are in your own handbook. Having this as a required reading is just reinforcing the very ideas we are trying to steer kids from" and your statement that you "read pages 1-8. There were enough foul words pages 3-8 to make me stop."

Based on your objections, the committee reviewed *Of Mice and Men* in the context of the vulgarity used in the novel and attempted to balance the author's usage of vulgarity with our student handbook as well as the curricular value of the novel. When considering the vulgarity used in the novel, committee members agreed that language utilized in the novel would not be consistent with our student handbook; however, the language was utilized by the author with the intent of conveying a realistic view of itinerant farmers in California during the depression as well as painting a literary picture of themes such as racism and prejudice toward handicapped individuals. After reviewing a copy of the handout distributed in the class in question, the instructor specifically notes the inappropriateness of the language stating, "Because the itinerant farm workers use language that is not acceptable in the classroom and other places, we will not be reading aloud. However, the novel provides an excellent 'non-example' for today's society while pointing out the limits of vocabulary with regard to lack of education (though not all uneducated people swear and live in a 'lower social class)." This statement was distributed to the students and explicitly states that instruction will focus on why individuals behaved in this manner during the depression as well as noting that use of this type of language in actual daily life is considered inappropriate by school and society standards, while remaining a historical and modern reality.

When considering the curricular value of the novel, the committee discussed the underlying themes associated with *Of Mice and Men* as well as their relevance to society today. *Of Mice and Men* addresses themes such as racism, treatment of individuals with handicapping conditions, male friendship, socio-economic conditions, and the social consequences of depression. These themes were considered to be of sufficient value to be addressed in an academic setting and are certainly relevant to the education of our students as responsible members of today's society. Instruction focusing on the relevant themes presented in this book is considered to be relevant to the education of our students and correlates with our state and district curricular expectations for language arts. In the opinion of the committee, the relevance and value of the curricular themes outweigh the author's use of objectionable language to convey the characteristics of the individuals in the novel.

In closing, it is the recommendation of this committee that John Steinbeck's *Of Mice and Men* continue to be taught in the curriculum of Camdenton High School and that students

be offered an alternative assignment if they find the language or themes to be offensive. We appreciate your interest in the education of your child and wish your family the best in all future educational endeavors.

Sincerely,

Brian L. Henry, Ed. D.
Principal, Camdenton High School

PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS

(Request for Reconsideration of Materials)

Author:

Format: (Fiction) Novel

Title: The Kite Runner

Publisher (if known):

Request Initiated By:

Telephone: Address:

City: Zip

E-mail Address:

1. Did you read or view the entire book or material? ☑ Yes ☐ No
   If not, what parts did you read or view? Please be specific--cite page numbers.

2. What are your specific objections to the educational use of this material?
   The graphic nature in which the author describes the characters challenges or events are to intense and not appropriate material for the readers age/maturity level. The scenes described can (and do) leave the reader with ~~the~~ thoughts that exceede the authors main purpose in the writing of this story in =

3. What would you like your library/school to do about this work?
   ☐ Do not assign/lend it to my child:
   ☐ Return it to the staff selection committee/department for re-evaluation.
   ☒ Other, please explain: Please have staff re-visit the library to find other true material depicting similar struggles in a much more appropriate context. It does exist!

Signature: Date: 9/25/09

the 1st place. It has the potential of de-sensitizing these youths to the evil nature of the material at a young age instead of allowing the proper maturaring to occur and introducing the material at a more appropriate age - college, above.

FILE: KLB-AF
Critical

PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS
(Request for Reconsideration of Materials)

Author: ______________________

Format: Novel

Title: The Kite Runner

Publisher (if known): ______________________

Request Initiated By: ______________________

Telephone: ______ Address: ______________________

City: ______________________ Zip: ______

E-mail Address: ______________________

1. Did you read or view the entire book or material? ☐ Yes ☑ No
   If not, what parts did you read or view? Please be specific--cite page numbers.
   I read the first 4 chapters of the book & referenced page #'s from ______ is reference sheet

2. What are your specific objections to the educational use of this material?
   This book contains a lot of profanity and topics unsuitable for 14, 15, 16 year old students.

3. What would you like your library/school to do about this work?
   ☑ Do not assign/lend it to my child: ______________________
   ☑ Return it to the staff selection committee/department for re-evaluation.
   ☑ Other, please explain: Please choose a different novel to teach from

Signature: ______ Date: 9/25/09

Kite Runner ref pages:

- children / Rape p 75, 77, 78, 86, 116 p115, 120
- Mother w/ soldier p 7
- Suicide p 124, 343, 350, 355
- pub. executions p 219, 239, 259, 269, 270, 272, 276
- ethnic cleansing p277, 284
- Beatings 288-289, 290, 291
- sex slaves of children p 256, 279, 280, 320, 341
- ~~Have~~ Have you tried it? p 285
- p115 Soldier wants somin w/ woman
- p200

Really, This is the best we can do for our Kids? this is just a small example of "Kite Runner" a book my 15 yr old was sent home to read.

through the military barracks near Istiqlal Middle School—Baba had forbidden us to take that shortcut, but he was in Pakistan with Rahim Khan at the time. We hopped the fence that surrounded the barracks, skipped over a little creek, and broke into the open dirt field where old, abandoned tanks collected dust. A group of soldiers huddled in the shade of one of those tanks, smoking cigarettes and playing cards. One of them saw us, elbowed the guy next to him, and called Hassan.

"Hey, you!" he said. "I know you."

We had never seen him before. He was a squatty man with a shaved head and black stubble on his face. The way he grinned at us, leered, scared me. "Just keep walking," I muttered to Hassan.

"You! The Hazara! Look at me when I'm talking to you!" the soldier barked. He handed his cigarette to the guy next to him, made a circle with the thumb and index finger of one hand. Poked the middle finger of his other hand through the circle. Poked it in and out. In and out. "I knew your mother, did you know that? I knew her real good. I took her from behind by that creek over there."

The soldiers laughed. One of them made a squealing sound. I told Hassan to keep walking, keep walking.

"What a tight little sugary cunt she had!" the soldier was saying, shaking hands with the others, grinning. Later, in the dark, after the movie had started, I heard Hassan next to me, croaking. Tears were sliding down his cheeks. I reached across my seat, slung my arm around him, pulled him close. He rested his head on my shoulder. "He took you for someone else," I whispered. "He took you for someone else."

I'm told no one was really surprised when Sanaubar eloped. People *had* raised their eyebrows when Ali, a man who had memorized the Koran, married Sanaubar, a woman nineteen years

Hunched over his cane, the fortune-teller runs a gnarled hand across the surface of his deflated cheeks. Cups it before us. "Not much to ask for the truth, is it, a *rupia* each?" *Hassan drops a coin in the leathery palm. I drop mine too.* "In the name of Allah most beneficent, most merciful," *the old fortune-teller whispers. He takes Hassan's hand first, strokes the palm with one hornlike fingernail, round and round, round and round. The finger then floats to Hassan's face and makes a dry, scratchy sound as it slowly traces the curve of his cheeks, the outline of his ears. The calloused pads of his fingers brush against Hassan's eyes. The hand stops there. Lingers. A shadow passes across the old man's face. Hassan and I exchange a glance. The old man takes Hassan's hand and puts the* rupia *back in Hassan's palm. He turns to me.* "How about you, young friend?" *he says. On the other side of the wall, a rooster crows. The old man reaches for my hand and I withdraw it.*

A dream:

I am lost in a snowstorm. The wind shrieks, blows stinging sheets of snow into my eyes. I stagger through layers of shifting white. I call for help but the wind drowns my cries. I fall and lie panting on the snow, lost in the white, the wind wailing in my ears. I watch the snow erase my fresh footprints. I'm a ghost now, *I think,* a ghost with no footprints. *I cry out again, hope fading like my footprints. But this time, a muffled reply. I shield my eyes and manage to sit up. Out of the swaying curtains of snow, I catch a glimpse of movement, a flurry of color. A familiar shape materializes. A hand reaches out for me. I see deep, parallel gashes across the palm, blood dripping, staining the snow. I take the hand and suddenly the snow is gone. We're standing in a field of apple green grass with soft wisps of clouds drifting above. I look up and see the clear sky is filled with kites, green, yellow, red, orange. They shimmer in the afternoon light.*

. . .

AVOC OF SCRAP AND RUBBLE littered the alley. Worn
cle tires, bottles with peeled labels, ripped up magazines, yel-
d newspapers, all scattered amid a pile of bricks and slabs of
ent. A rusted cast-iron stove with a gaping hole on its side
d against a wall. But there were two things amid the garbage
I couldn't stop looking at: One was the blue kite resting
nst the wall, close to the cast-iron stove; the other was Has-
s brown corduroy pants thrown on a heap of eroded bricks.

"I don't know," Wali was saying. "My father says it's sinful."
sounded unsure, excited, scared, all at the same time. Hassan
with his chest pinned to the ground. Kamal and Wali each
pped an arm, twisted and bent at the elbow so that Hassan's
ds were pressed to his back. Assef was standing over them, the
l of his snow boots crushing the back of Hassan's neck.

"Your father won't find out," Assef said. "And there's nothing
ful about teaching a lesson to a disrespectful donkey."

"I don't know," Wali muttered.

"Suit yourself," Assef said. He turned to Kamal. "What about
u?"

"I . . . well . . ."

"It's just a Hazara," Assef said. But Kamal kept looking away.

"Fine," Assef snapped. "All I want you weaklings to do is hold
m down. Can you manage that?"

Wali and Kamal nodded. They looked relieved.

Assef knelt behind Hassan, put his hands on Hassan's hips
d lifted his bare buttocks. He kept one hand on Hassan's back
d undid his own belt buckle with his free hand. He unzipped
s jeans. Dropped his underwear. He positioned himself behind
assan. Hassan didn't struggle. Didn't even whimper. He moved

: *that its imminent demise is for a higher purpose. This is*

:D WATCHING, turned away from the alley. Some-
ı was running down my wrist. I blinked, saw I was still
n on my fist, hard enough to draw blood from the
I realized something else. I was weeping. From just
: corner, I could hear Assef's quick, rhythmic grunts.
ne last chance to make a decision. One final opportu-
:ide who I was going to be. I could step into that alley,
for Hassan—the way he'd stood up for me all those
e past—and accept whatever would happen to me. Or I

end, I ran.
ecause I was a coward. I was afraid of Assef and what
lo to me. I was afraid of getting hurt. That's what I told
I turned my back to the alley, to Hassan. That's what I
elf believe. I actually *aspired* to cowardice, because the
:, the real reason I was running, was that Assef was
hing was free in this world. Maybe Hassan was the price
ay, the lamb I had to slay, to win Baba. Was it a fair
: answer floated to my conscious mind before I could
He was just a Hazara, wasn't he?
ack the way I'd come. Ran back to the all but deserted
urched to a cubicle and leaned against the padlocked
doors. I stood there panting, sweating, wishing things
d out some other way.
fifteen minutes later, I heard voices and running foot-
ouched behind the cubicle and watched Assef and the
sprinting by, laughing as they hurried down the deserted

his head slightly and I caught a glimpse of his face. Saw the resignation in it. It was a look I had seen before. It was the look of the lamb.

Tomorrow is the tenth day of Dhul-Hijjah, *the last month of the Muslim calendar, and the first of three days of* Eid Al-Adha, *or* Eid-e-Qorban, *as Afghans call it—a day to celebrate how the prophet Ibrahim almost sacrificed his own son for God. Baba has handpicked the sheep again this year, a powder white one with crooked black ears.*

We all stand in the backyard, Hassan, Ali, Baba, and I. The mullah recites the prayer, rubs his beard. Baba mutters, Get on with it, *under his breath. He sounds annoyed with the endless praying, the ritual of making the meat* halal. *Baba mocks the story behind this* Eid, *like he mocks everything religious. But he respects the tradition of* Eid-e-Qorban. *The custom is to divide the meat in thirds, one for the family, one for friends, and one for the poor. Every year, Baba gives it all to the poor.* The rich are fat enough already, *he says.*

The mullah finishes the prayer. Ameen. *He picks up the kitchen knife with the long blade. The custom is to not let the sheep see the knife. Ali feeds the animal a cube of sugar—another custom, to make death sweeter. The sheep kicks, but not much. The mullah grabs it under its jaw and places the blade on its neck. Just a second before he slices the throat in one expert motion, I see the sheep's eyes. It is a look that will haunt my dreams for weeks. I don't know why I watch this yearly ritual in our backyard; my nightmares persist long after the bloodstains on the grass have faded. But I always watch. I watch because of that look of acceptance in the animal's eyes. Absurdly, I imagine the animal understands. I imagine the*

September 17, 2009

To Whom it may Concern:

I would like to file a formal complaint concerning the book "The Kite Runner" by Khaled Hosseini. The book is used during the 10th grade year of high school for the Lanugage A class. I believe the book is too graphic for this age group and although an "edited" version is available, the entire book is centered around and refers back to a rape of a young boy by another boy. I have a daughter who is now a junior that has read the book and I regret having allowed it. Once she had attended the class, we realized the book was being discussed in detail weekly during that quarter. I had her read the "edited" version, only to find out later a boy in the class read the entire rape out loud during an oral report. My son is a freshman this year and has a good memory. Books affect him differently than my daughter. Thankfully, after much discussion, she has been able to leave this book behind and think on other things. I do not want this book in my son's head, nor do I want him to have to sit through classes where it is discussed in detail. I understand the need to broaden our children's worldview, but believe there must be better, cleaner literature for our children to achieve that broader worldview. My son will not be reading that book next year, if it is still being used. Nor do I want him sitting in on the classes where it is discussed.

I would also like to thank you for the time and effort you have put into my children's education. We value the Camdenton School district and consider ourselves fortunate to live in a community where education is so important. Although this is a letter of complaint, I write it knowing that you as a school have always considered parents' opinions. Thank you for listening to me and taking time out of your day to read this. I know you have a very busy schedule and have literally thousands of students to consider. We appreciate all that you do. Thank you.

Sincerely,

FILE: KLB-AF
Critical

PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS
(Request for Reconsideration of Materials)

Author: Khaled Hosseini

Format: Fiction Novel

Title: THE KITE RUNNER

Publisher (if known): The Penguin Group / Berkley Publishing

Request Initiated By: ______

Telephone: ______ Address: ______

City: ______ Zip: 65052

E-mail Address: ______

1. Did you read or view the entire book or material? ☒ Yes ☐ No
If not, what parts did you read or view? Please be specific--cite page numbers.

2. What are your specific objections to the educational use of this material?
* On additional page *

3. What would you like your library/school to do about this work?
☐ Do not assign/lend it to my child: ______
☐ Return it to the staff selection committee/department for re-evaluation.
☒ Other, please explain: The Book should be removed from the curriculum and the subject of letter filtering should be addressed

Signature: ______ Date: 9-13-2009

What are the specific objections to the educational use of this material?
My "objections" to the educational use of this material is that any positive information that could be obtained through this novel is FAR out weighed by the offensive, pornographic, disturbing, corruptive, troubling, and extremely dark nature of this book. It is absolutely, beyond the shadow of a doubt COMPLETELY INAPPROPRIATE, for the age group it is being assigned to as MANDITORY reading (14,15,16 year olds). It is questionable if it would be "OK" for college age students and even some adults would be sickened and troubled by the content. I have NO DOUBT that this book will be removed from the curriculum. It shocks me that no one has stood up to object to it and that it has been allowed even for a day in the school building let alone for many years! How this was EVER permitted in the first place must be addressed.

The KITE RUNNER, is filled with:

- Children raping children (detailed description of exactly how to subdue and rape a 12 year old boy). (ref. p # 75, 77, 78, 86, 116) Another boy is discovered to have been raped (ref. p # 120)
- Young boy told a soldier committed adultery with his mother (referenced the act of anal sex with described gestures and words, vulgar reference to a woman's genitals). (p # 7)
- Multiple suicides (using a gun barrel stuck in the mouth and a child slicing his wrist – in which they describe carefully how he removed the blade from the razor). (p # 124, 343, 350, 355
- Public executions (using guns, stones, hanging). (ref. p # 219, 239, 259, 269, 270, 272, 276,
- Practice of ethnic cleansing and the empowering feeling of doing god's work (ref. p # 277, 284,
- Brutal beating described in troubling detail (dislodging and swallowing of multiple teeth nose broken, jaw broken, ribs broken etc.). (ref. p # 288-289, 290, 291,
- Children being purchased from orphanages for sex slaves (details of how they decorated the boy up with mascara and blush and bells on his ankles). (ref. p # 256, 279, 280, 320, 341,
- Dialog about how could any one think having anal sex with a young boy was disgusting unless they have tried it. (ref. p # 285
- Soldier demanding time to rape a man's wife in exchange for their freedom of passage.
- Body parts of young children found mixed with the rubble pile from an explosion. (ref. p # 200)

Profanity.

1 time - cunt (ref. p # 7)
3 times - fuck/fucking (ref p # 178, 179, 223)
2 times - shit (ref. p # 222, 123)
1 time - ass
4 times - bastards (ref p # 222, 283)
5 times - goddamn/damn (ref p # 222, 223, 233, 316)
2 times - hell (ref p # 316, 318)

Dear Dr. Overlander,

My name is . My husband and I have a daughter in ninth grade at the high school.

I am writing to you as a very concerned parent in regards to a book that the children are required to read in the 10th grade. The book in question is titled "the Kite Runner". I had heard a few complaints and concerns from another parent in regards to this book, so I decided to read the book myself.

I was aghast at the sexual content in the book. Then the language was horrific. I showed one sentence in the book to my husband, he just couldn't believe that a book with this kind of disgusting language and content was even allowed in the School library. Even worse that is required reading!

As a born again believer, I was highly offended at the language and content in the book. I do not read this kind of content as an adult, therefore I do not see the need for teenagers to put such filth into their brains and then to study it for a quarter in school. As a family we have done so much to protect our children in our home from such topics, and we do not appreciate having it put upon them in the school setting where her grade depends so much upon the study of this filth.

I had heard that the school teacher is willing to pull the chapter out of the book where they describe the boy being raped, so that the children do not have to read it, but is made reference to throughout the rest of the book, that it is hard to get away from it.

I would greatly appreciate the school taking serious thought about removing this book from the school curriculum and from the shelves of the school library. There must be other books that can be useful for teaching about a culture from another country that would not be so controversial and so disgusting.

I greatly appreciate you taking the time to read my letter. Please understand that we have never had to write a letter like this before, but the content of this book so infuriated me, I felt like action definitely needed to be taken on this matter.

Thank you for taking the time to read my letter and consider my request.

Sincerely,

List of questionable items in the book.

Page 12: a strong sexual gesture made
Page 13: disgusting language and sexual content
Page 23: disgusting language
Page 86: a rape scene between two boys
Page 90: describing how the boy looked after the rape.
Page 95: referring to the boys pants again after the rape
Page 97: referring to the rape.
Page 101: taking the Lord's name in vain
Page 102: another reference to the rape
Page 127: a soldier makes a pass at a lady in a truck
Page 129 Taking the Lord's name in vain
Page 133: reference to another boy being raped
Page 138: a man commits suicide
Page 141: a curse word
Page 147: disgusting language
Page 159: taking the Lord's name in vain
Page 196: disgusting language
Page 197: disgusting language
Page 241: disgusting language
Page 241 and 242: talking about an affair and disgusting language
Page 252: disgusting language
Page 362: taking the Lord's name in vain
Page 364: disgusting language
Page 373: memory of the bathroom where the boy tried to commit suicide

There were other acts of violence, that I thought were pretty gruesome throughout the book, that I thought were pretty graphic.

September 30, 2009

Camdenton High School
Camdenton, 65020

To Whom it may concern,

I've recently been made aware of the book "The Kite Runner" being 10th grade required reading. I've done some research and truly feel that this book is inappropriate for that age group of people. As a taxpayer in Camden County and a concerned parent/citizen about the welfare of our children, I want to voice my opposition to this book and ask that it be pulled from the classrooms in the future. I found it to have objectionable bad language and very graphic sexual scenes that went too far in their detail.

I totally believe in free speech and know that many people, possibly even some of these students, may choose to read these kinds of books of their own choice. That is fine, but very different from being required to read them as educational materials. I hope that the administration will be more careful and conscientious in the future as to what teachers are bringing into the classrooms.

Respectfully,

September 30, 2009

To Whom it may concern,

It has recently been brought to my attention that a book entitled "The Kite Runner" was included as part of the teaching curriculum for a 10th grade English class. More than one adult had expressed their concern that this book was not appropriate for high school students. I took it upon myself to read The Kite Runner in its entirety. As a concerned taxpayer in the Camdenton School district, and as a parent, I agree that this book is not appropriate for hjgh schoolers. Some of the language is totally inappropriate and would not be tolerated if it were coming from a student on school grounds. The explicit detail that the book used to describe a rape scene was over the top. When we mandate inappropriate material such as this, can we really be surprised when some students act out in behaviors similar to those in the book? I believe that there would be better books to choose from for high school curriculum. I do not want my tax dollars being used to support such reading material as "The Kite Runner".

Sincerely,

October 2, 2009

Dr. Overlander,

A committee was assembled to discuss objection to the teaching of Khaled Hosseini's *The Kite Runner*, and met on October 1, 2009 at 2:30 p.m. at Camdenton High School. The committee reviewed *The Kite Runner* based on specific objections of sexual content and language found in this novel.

Based on those objections, the committee read *The Kite Runner* and reviewed it in the context of the sexual content and vulgarity used and attempted to balance the author's usage of this content with the literary themes throughout the novel. When considering the use of sexual content and vulgarity in the novel, the committee found that the language utilized by the author conveyed realistic and historical views of Afghanistan during the time period portrayed. The committee further determined the themes of "Good vs. Evil", "Man's Inhumanity vs. Man", "Guilt", and "Atonement" were extremely evident in the novel and are valuable for students to understand. Because of the evidence of these themes, the committee agreed the novel did not condone the objectionable behaviors and language in the novel, but rather used them as a realistic portrayal of evil and wrong-doing.

When considering the curricular value of the novel, the committee discussed the underlying themes associated with *The Kite Runner* as well as their relevance to society. Instruction focusing on the relevant themes presented in this book is considered to be applicable to the education of our students and correlates with our state and district curricular expectations for language arts.

In closing, it is the recommendation of this committee that Khaled Hosseini's *The Kite Runner* continue to be taught in the curriculum of Camdenton High School and that students be offered an alternative assignment if they find the language or themes to be offensive.

Sincerely,

Brett Thompson

Brett Thompson
Principal, Camdenton High School

Camdenton R-III School District

P O Box 1409
Camdenton, MO 65020-1409
Phone: 573-346-9213 · Fax: 573-346-9211

Superintendent
Maurice Overlander, Ed.D.

Assistant Superintendents
Roma Lee France
Tim Hadfield
Brian Henry, Ed.D.

October 14, 2009

I would like to take this opportunity to express my appreciation for your input regarding the book "Kite Runner". Since receiving your written concern, I have conducted a comprehensive review of the book and examined the finds of a review committee. With this information, I have made the decision to remove the book "Kite Runner" from all required reading lists in the District.

In addition to this action, the District will be revising the process used to select required supplemental reading. A draft of the revised selection process will be presented to the Board of Education at the next meeting.

Respectfully,

Maurice Overlander, Ed.D.
Superintendent of Schools

MO/ll

Highlights of Board of Education Meeting – October 12, 2009

QUESTIONS ON WRITTEN REPORTS

Foundation – Draft minutes of the September 22, 2009, Education Foundation Meeting were shared with the Board of Education.

MSBA – The MSBA Annual Conference will be held October 22-25.

Classified Employee Association – The September "Classified Employee of the Month" was Pat Smith. The October "Classified Employee of the Month" was Bob Goble.

Public Comments - Several parents/patrons voiced concerns about a required reading book, "Kite Runner." Other topics mentioned were spelling curriculum and reading scores.

NEW BUSINESS

Accept Resignation of Secretary to the Board of Education

Donna Willcut asked to step down as Secretary to the Board of Education. The Board accepted Donna's resignation.

Appoint Secretary to the Board of Education

Linda Leu was appointed Secretary to the Board of Education.

Accept Bids for Lake Career and Technical Center Addition

During the past legislative session, LCTC received an appropriation of $1.25 million for improvements. The District is required to provide a match of local dollars. A 23,000 square foot addition will provide space for more classrooms and lab space for Marine and Power Sports Technology which will give the Collision Repair Technology program more space. After receiving bids from 13 general contractors, the Board of Education accepted a base bid from Westport Construction for $2,229,000 for the renovations and addition to the Lake Career and Technical Center.

Update on Review of Objectionable Required Reading

Superintendent Overlander updated the Board on a book that had been called into question, the "Kite Runner" by Khaled Hosseini. A Review Committee was formed. Superintendent Overlander reviewed all input and ruled the "Kite Runner" be removed from the required reading list for any Camdenton R-III School District course.

The District is currently revising the process used to select required supplemental reading.

Declare Building Trades House as Surplus Property

The Camdenton R-III Building Trades House was declared as surplus property and will be advertised for sale with a minimum bid set at $179,900.

School Bus Route Approval

The 2009-10 bus routes were approved as presented.

School Improvement Update

Dr. Henry and Mrs. France updated the Board on school improvement, primarily in the Communication Arts and Math areas.

Appoint an Administrator to Review Consistency Between Board Policy and Handbooks

The Board appointed Tim Hadfield to establish a committee to resolve discrepancies between handbooks and Board policies.

Rescind Motion to Award Contract for Work at Baseball Field

The Board rescinded the motion made on September 15, 2009, to accept the bid from Precision Sports Fields & Construction for finish work to the new baseball field.

Award Bid for Laser Grading, Sodding, Installation of Warning Track, and other Finish Work to New Baseball Field

As a result of rescinding the motion to accept the bid from Precision Sports Fields & Construction, the Board accepted a new bid for finish work to the new baseball field from Perfect Play Fields & Links in the amount of $87,900.

CAMDENTON R-III SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING

REGULAR – HURRICANE DECK ELEMENTARY
October 12, 2009 - 6:00 P.M.

Present

Susan Leslie	President	Dr. Maurice Overlander	Superintendent
John L. Beckett	Member	Roma Lee France	Assistant Superintendent
Nancy A. Masterson	Member	Tim Hadfield	Assistant Superintendent
John Blair	Member	Dr. Brian Henry	Assistant Superintendent
Chris McElyea	Member	Donna Willcut/Linda Leu	Secretary

Absent:

Janny Drover	Vice-President
Randy M. Dickerson	Treasurer

I. CALL TO ORDER

The Camdenton R-III Board of Education met in Regular Session at Hurricane Deck Elementary on Monday, October 12, 2009. The meeting was called to order by President Leslie at 6:05 p.m.

II. APPROVAL OF AGENDA

Regular Session - October 12, 2009

Motion: Move that the agenda, with addendum, of the regular meeting be approved.
Beckett/Masterson – all ayes

III. APPROVAL OF MINUTES

September 15, 2009 – Regular Meeting

Motion: Move to approve the minutes as submitted.
Masterson/McElyea – all ayes

IV. QUESTIONS ON WRITTEN REPORTS

A. Administration
B. Foundation – Board of Education was presented with a draft of the Education Foundation Meeting minutes of September 22, 2009.
C. MSBA – MSBA Annual Conference will be held the end of the month.
D. T.A.C.
E. MSTA/CTA
F. CMNEA
G. Classified Employee Association – September's "Classified Employee of the Month" award was presented to Pat Smith, kitchen manager at the Middle School and custodian at the Administration Office. October's "Classified Employee of the Month" award was presented to Bob Goble, bus driver.
H. Public Comments

Christie Hitt – 633 Bear Paw Road, Camdenton, Mo. 65020, 573-873-5960. Christie brought some cookies to the Board and said they were baked with the finest ingredients. The cookies were again offered to the Board but then she stated that they contain one ingredient the Board should be aware of, that the cookies include dog poop. Christie expressed her desire to have the book, Kite Runner, taken off the required reading list. Christie listed other books that would not pull students down, but encourage them. Christie challenged the Board to think about the books that are coming into the classrooms.
Tosha Stamper – 1246 Lowell Williams Road, Linn Creek, Mo. 65052, 573-346-8320. Tosha questioned how a book with such graphic details was allowed in our schools. She also questioned whether people who called with concerns were told to put their concerns in writing.
Jackie Coon – 180 Elm Tree Lane, Camdenton, Mo. 65020, 573-346-2536. Jackie asked the Board to look into the spelling curriculum. She feels there needs to be work in this area. Jackie also asked about the possibility of an Open Forum once several people are chosen as the top Superintendent candidates.
Stacy Shore – 1170 Big Island Drive, Roach, Mo. 65787, 573-346-0378. Stacy is concerned about reading. The percentages of those who cannot read proficiently in the Camdenton R-III District are not acceptable. Stacy said, "Please help me with my son."
Joan Mitchell – 668 Panoramic Drive, Camdenton, Mo. 65020, 573-480-4634. Joan wants the book in question off the list. She previewed the book and decided it was inappropriate for her 15-year old son to read. The District should be raising the standards.
Stephanie Ezard – PO Box 869, Camdenton, Mo., 573-346-2533. Stephanie stated she did not know how this book got in our school anyway. She trusted the District.

V. APPROVAL OF BILLS

Motion: Move to approve the bills with addendum as submitted.
Beckett/McElyea – all ayes

VI. APPROVAL OF TREASURER'S REPORT

Motion: Move to approve Treasurer's report as submitted.
Masterson/Beckett – all ayes

VII. UNFINISHED BUSINESS

None

VIII. NEW BUSINESS

A. ACCEPT RESIGNATION OF SECRETARY TO THE BOARD OF EDUCATION

Donna Willcut who has served as Secretary to the Board for the past two years asked to step down from that position.

Motion: Move to accept resignation from Donna Willcut as Secretary to the Board of Education.
Masterson/McElyea - all ayes

B. APPOINT SECRETARY TO THE BOARD OF EDUCATION

With the resignation of Donna Willcut the Board will appoint a person to this position.

Motion: Move to appoint Linda Leu to the position of Secretary to the Board of Education.
Masterson/Beckett – all ayes

C. ACCEPT BIDS FOR LAKE CAREER AND TECHNICAL CENTER ADDITION

Michael Kautz and Larry Alexander with Frangkizer Hutchens, Inc. architectural firm were in attendance to present the bids to the Board. Bids for the renovations and addition to LCTC were opened on Thursday, October 8, 2009, for the Board's consideration and contract awarding. Bids were received from 13 contractors. (Find attached.) The Board is encouraging use of local subcontractors when possible.

Motion: Move that the Board accept a bid from Westport Construction, base bid for $2,229,000, for the renovations and addition to LCTC as proposed.
Beckett/Masterson - all ayes

D. UPDATE ON REVIEW OF OBJECTIONABLE REQUIRED READING

Superintendent Overlander updated the Board on a book that had been called into question. It was reported that the book "Kite Runner" by Khaled Hosseini had been used in ENG 10A, honors English. Overlander reported that he had received eight written concerns on this book. Upon receiving the first written concern, District Procedures were initiated as per Board Policy. This procedure calls for the formation of a Review Committee. After this Committee met and all available information had been reviewed, Superintendent Overlander ruled as follows: "Kite Runner" by Khaled Hosseini be removed from the required reading list for any Camdenton R-III School District course.

It was further reported that the District is currently revising the process used to select required supplemental reading. A draft of the revised selection process will be presented to the Board of Education at the next meeting. Overlander reported that components of the process would likely contain a summary of the book, an instructional rationale for the use of the book, a minimum of two reviews by outside reputable literary organizations, and explicit documentation of any potentially controversial content.

There was a question on why we require a written statement of concern for a book prior to implementing the review protocol. Overlander stated the language of current Board Policy and Procedures would need to change before the procedure could change.

No motion required.

E. DECLARE BUILDING TRADES HOUSE AS SURPLUS PROPERTY

The Building Trades class has completed their house located at 477 Rodeo Road, Camdenton, Mo., and no longer serves any instructional value for students. The recommendation was made to declare the house as surplus property, set the minimum bid, and advertise the house for bids. David Bechtold presented a slide show of the process of building the house, from start to finish.

Motion: Move that the Camdenton R-III Building Trades House be declared as surplus property and advertise for sale with a minimum bid for the house of $179,900.
Masterson/McElyea – all ayes

CAMDENTON R-III SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING

REGULAR – OSAGE BEACH ELEMENTARY
November 11, 2009 – 5:30 P.M.

Present

Susan Leslie	President	Dr. Maurice Overlander	Superintendent
Janny Drover	Vice-President	Roma Lee France	Assistant Superintendent
Randy M. Dickerson	Treasurer	Tim Hadfield	Assistant Superintendent
John L. Beckett	Member	Dr. Brian Henry	Assistant Superintendent
Nancy A. Masterson	Member	Linda Leu	Secretary
John Blair	Member		
Chris McElyea	Member		

Absent:
None

I. CALL TO ORDER

The Camdenton R-III Board of Education met in Regular Session at Osage Beach Elementary on Wednesday, November 11, 2009. The meeting was called to order by President Leslie at 5:35 p.m.

II. APPROVAL OF AGENDA

Regular Meeting – November 11, 2009

Motion: Move that the agenda of the regular meeting be approved as modified.
Masterson/Beckett - all ayes.

III. APPROVAL OF MINUTES

Regular Meeting – October 12, 2009

Motion: Move to approve the minutes as submitted.
Blair/McElyea – Janny Drover and Randy Dickerson abstained. All ayes.

IV. QUESTIONS ON WRITTEN REPORTS

A. Administration

B. Foundation – Nancy Masterson reported on the Education Foundation Meeting held November 10, 2009. The Education Foundation Mission and Vision were solidified, a Retreat was scheduled for January 12, 2010, the "Hall of Leaders" protocol was approved, Elegant Evening progress was discussed, financial assistance for the Missouri Fine Arts Academy was discussed, and the Foundation voted to purchase the first outside bench for the High School Academy wing.

C. MSBA – Nancy Masterson reported that resolutions were passed at the MSBA Conference last month. These are posted on MSBA's website. MSBA's Legislative Forum will be held February 15th and 16th.

Motion was made to nominate Nancy Masterson as Region 8 representative and Governmental Relations Chair.
Dickerson/Blair – all ayes.

D. T.A.C.

E. MSTA / CTA

F. CMNEA

G. Classified Employee Association – They continue to try to build membership. The November "Classified Employee of the Month" is Shelli Maher, High School Nurse, who is truly dedicated to helping students, parents and staff.

H. Public Comments

President Leslie began the Public Comment section by apologizing to Jackie Coon for the way she was treated during the October Board Meeting Public Comment section. President Leslie then read a portion of the District's Board Policy BDDH regarding public participation at Board meetings.

- Sean Brady – 277 Mauna Loa, Roach, Mo. 65787, 573-346-1212. Sean is happy to attend Camdenton High School. He is pleased with the opportunities given at this District. He feels lucky to come to a school of this caliber and he appreciates the teachers who care so much and challenge students to become the best they can be. He thanked the Board for providing the opportunity to become a successful young man.
- Stacy Shore – 1170 Big Island Drive, Roach, Mo. 65787, 573-346-0378. Stacy complimented Mr. Shockley and those at Hawthorn Elementary. The parent/teacher conferences were great. She was pleased with the way concerns have been addressed.
- Alan Harman – 318 E. Hwy 54, Camdenton, Mo. 65020, 573-346-6110. Alan has two children who have graduated from Camdenton High School and two more yet to graduate. He feels they are doing well because of this good quality school. His children have been involved in band and other activities which the Board supports. He thanked the Board for their support and for making the tough decisions.
- Bruce Mitchell – 529 Normac Drive, Camdenton, Mo. 65020, 573-346-2477. Bruce has two sons who graduated from Camdenton High School who are now gainfully employed. His other job is at the Camdenton Area Chamber of Commerce. He realizes the importance of a strong educational system in the community. He hopes the District continues to partner with the Chamber and businesses to make this community a great place to live.
- Kishan Patel – 6078 Oak Creek Drive, Osage Beach, Mo. 65065, 573-286-6808. Banning certain books can take away from the educational experience. "Kite Runner" teaches history and demonstrates compassion between ethnicities. It is important to know what is going on. Kishan cited other books and the wisdom to be gleaned from each. Students should have some say in their curriculum. Most students are mature enough to handle offensive scenes.
- Wendy Aufdenkamp – 587 Longar Road, Montreal, Mo. 65591, 573-346-2052. Wendy requested that Board Meetings be publicized over the internet so parents can view as they are happening or later when they have time. This might dispel rumors about why parents are attending.
- Jackie Coon – 180 Elm Tree Lane, Camdenton, Mo. 65020, 573-346-2536. Jackie stated she would not want the Board's job. She is proud to be a Laker! Jackie attended school here. She sees many students in 3rd through 6th grades who just don't have what they need. She doesn't know if it is the curriculum or what is going on, but she feels there is a serious problem. There are programs for lower and higher students but where is the help for those in the middle? Her son is receiving straight A's but he is average. He is receiving an A because he is doing the best he can. He is reading below grade level. When 2nd and 4th grade spelling words are the same, progress is not being made. It is a waste of time to repeat year after year. Kids are not given enough to strive for. She would rather see her son receive a well earned B than an A any day. They moved back here so their kids could attend school here. She doesn't know how to help the Board help the parents and students. She said if you give parents feedback they would help. Jackie presented a letter to the Board addressing other issues and she publicly accepted President Leslie's apology.
- Sandy Osborn – PO Box 295, Camdenton, Mo. 65020, 573-346-7074. In 23 years she has never seen a stronger Board. Sandy said she couldn't say enough good things about the Board and the staff. She said they have good strong policy and a good staff. She told the Board to trust their instincts, stand behind the staff, they are doing a good job.

- Jeff Dorhauer, 5258 Wren Lane, Osage Beach, Mo. 65065, 573-348-0465. Jeff stated he doesn't agree with everything the school does. He is a product of a private school and he has a senior boy and an 8th grade daughter. This school system is unbelievable. This Board and these teachers have done their jobs. He thanked the Board for what they do. He attended the soccer game the night before and wanted to say the coach Jason Ingold is a most upstanding young man who teaches much more than soccer. He is a valuable asset to the students of this District.
- Wendy Rogers – 25 Green Acres Lane, Linn Creek, Mo. 65052, 573-317-0513. Wendy stated she respects the Board's positions and supports the procedures utilized with the evaluation of the book and other areas. She thanked the Board for the things that have been maintained and safeguarded. She knows the Board is looking out for the interests of all children, meeting needs of all students. The book committee evaluated information and made a recommendation, they made a difficult decision. She would like to encourage parents to talk to teachers and principals. Wendy said she has always been treated well at each level.
- Vicki Luber – 73 Paps Lane, Camdenton, Mo. 65020, 573-317-1288. Students are well represented on the town square. The District GLEs are aligned with the State and teachers have input. PLCs are in place to insure student learning continues. It takes curriculum and instruction to educate, not a textbook. Most of the teachers work with dedication and passion. They go out of their way to help students, they stop parents at public places to praise their students. This District has made so much progress in the years she has been here.
- Renee Slack – 328 Albany Drive, Lake Ozark, Mo. 65049, 573-964-5356. Looking forward to what the future holds for their daughter. Teachers feel they are under the microscope. Questions sometimes come across as accusations. Remember our purpose is to serve our kids to the best of our abilities. We must work together. Mrs. Slack challenged everyone to build up and support each other. She feels her integrity and competency have been questioned in the past two years; however, she stated that she will not be distracted nor discouraged from doing what is best for kids. Communication has improved through PLCs. Good teachers need to be able to work together. It is still a great day to be a Laker!

V. APPROVAL OF BILLS

Motion: Move to approve the bills including addendum as submitted.
Dickerson/Drover – all ayes.

VI. APPROVAL OF TREASURER'S REPORT

Motion: Move to approve Treasurer's Report as submitted.
Drover/Blair – all ayes.

VII. UNFINISHED BUSINESS

None.

VIII. NEW BUSINESS

A. SCHOOL IMPROVEMENT

Mrs. France presented Communication Arts data, specifically reading scores and then spelling. Mrs. France explained that Lexile scores are the level of reading material based on 75% comprehension. Lexile scores are a common measure across the country. Charts were presented showing the number of 3rd through 8th grade students reading below grade level and those at or above grade level. This was compared to MAP scores. Data tells us that it is the writing portion of Communication Arts MAP that needs the most work, not the reading portion. Need to concentrate on critical thinking, analysis, and details. Primarily concerned with writing and depth of knowledge. More time and work are needed to get there.

Spelling scores could be based on three multiple choice questions which is not a good indicator of success. The Rebecca Sitton spelling program has been in the District awhile. Teachers have not been pushed in regard to this program because the focus has been on math and reading.

Dr. Henry presented the District's accreditation based on the Annual Progress Report, data generated from last school year. The APR includes 14 required MSIP indicators. Camdenton R-III met in all 14 areas. The District is proud of their students and faculty. Dr. Henry reviewed how data was figured.

Dr. Henry conducted an opinion survey of K-6 teachers regarding literacy instruction. Responses were received from 93 out of 98 distributed. Results will be used to direct future professional development opportunities.

B. REQUIRED READING SELECTION PROCESS

High School English Chair Jody Welsh presented the process that will be used for adding new books as required reading. A unanimous decision of six professionals will be required to include a new book. Next year's course catalog will contain a list of books that may be studied. The High School English Department was complimented for doing an excellent job with this endeavor.

Motion: Move to adopt the selection process as presented by the High School English Department. Drover/Dickerson – all ayes.

C. ANNUAL REPORT OF FEDERAL & STATE PROGRAMS

Dr. Henry, Assistant Superintendent, and Dr. White, Director of LCTC, reported on the District's Federal and State programs along with Shawn Dandoy, Roma France, Dr. Kristy Kindwall, Laura O'Quinn, and Tim Hadfield who were in charge of the various programs/grants as follows:

State – Construction, Displaced Homemaker, Adult Education and Literacy, Services for At-Risk Students, Career Education Enhancement, and State 50/50 Funds.

Federal – Project P.A.S.S., Title I School Improvement, Title I ESEA Improving Academic Achievement of Disadvantaged, Title I.C Migrant, Title I.D Delinquent, Title II.A – Teacher & Principal Quality Professional Development, Title II.C Perkins and Perkins Post-Secondary, Title III Immigrant, Title III Limited English Proficient, Title IV Safe and Drug Free Schools, and Title VII.B Homeless.

No motion necessary.

Kite Runner:

Since I have talked with most of you last Friday, Mrs. Leslie and I have met with the Review Committee and teachers about my decision to remove the Kite Runner from the required reading list. In addition we have met with one parent that had filed the original concern to share the decision. A letter will be mailed to each of the eight parents who had filed a written concern with the book.

Orchestra:

Last Thursday, I met with some building administrators to discuss the viability of starting an orchestra program. During this meeting it became very obvious that our building administrators would be very reluctant to add this program during the economic times we are experiencing and consequently minimal salary increases. In addition, it was pointed out that our District is in a critical time when we need to have a laser focus on increasing student achievement and nothing else. I see that we have two options: (1) table the consideration of starting an orchestra program for a different time, or (2) appoint a board member to serve on a committee to continue the exploration of starting the program.

Facilities Study:

I have attached the surveys our staff will be completing as a part of the facilities study. In conversation with our architects, they feel it is realistic to complete the study by March 2010.

September Enrollment:

On the last Wednesday of September each district in the state is required to take an official head count of every student who is enrolled on the count day. This includes a head count of every K-12 resident and non-resident student who was enrolled on the last Wednesday in September for the past seven years.

Building	Sept 2003	Sept 2004	Sept 2005	Sept 2006	Sept 2007	Sept 2008	Sept 2009
JJC	13	11	12	2	6	7	0
High School	1330	1410	1423	1423	1440	1389	1407
Middle School	667	654	664	672	643	685	673
Oak Ridge	775	719	763	827	651	602	604
Hawthorn	0	0	0	0	474	505	499
Dogwood	864	861	880	911	717	702	799

FILE: KLB
CRITICAL

PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS

The Camdenton R-III School District Board of Education has the ultimate responsibility for establishing the curriculum and for purchasing instructional, media and library materials to be used by the district. However, the Board recognizes that its authority to remove or censor materials because of ideological or religious content may be limited pursuant to state and federal law.

The Board encourages community input and comments regarding the district's instructional, media and library materials and directs the district staff to answer all questions regarding the selection of the materials. The superintendent or designee will create procedures to efficiently address community member questions or concerns and to provide for an adequate review of the materials, if necessary.

* * * * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 08/08/1994

Revised: 08/11/2003

Cross Refs: BDDH, Public Participation at Board Meetings
IIA, Instructional Materials
IIAC, Instructional Media Centers/School Libraries

Legal Refs: *Board of Education, Island Trees Union Free School District v. Pico*, 457 U.S. 853, 871 (1982)

Camdenton R-III School District, Camdenton, Missouri

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FILE: KLB-AP
CRITICAL

PUBLIC QUESTIONS, COMMENTS OR CONCERNS REGARDING DISTRICT INSTRUCTIONAL/MEDIA/LIBRARY MATERIALS

(Answering Questions/Concerns)

It is necessary to have an orderly procedure that will assure a fair hearing to those who have objections and that will provide for a thorough investigation of disputed materials. The process described below is intended to assure that carefully considered judgments are made in response to criticism or objections.

1. All complaints to staff members are reported immediately to the building principal involved, whether they come by telephone, letter or by personal conference.

2. If the citizen further registers the complaint, he or she will be given a copy of the *Request for Reconsideration of Materials* form, which must be completed and returned to the building principal. The item under consideration must be returned to the building principal with the completed form.

3. Materials subject to the complaint are not removed from use pending committee study and final action by the Board.

4. The building principal arranges a review committee consisting of him/herself, two (2) community members at large, a parent who has a child in the district, two (2) educators from the district and a library media specialist. The first meeting of the review committee must take place no later than ten (10) school days after the complaint has been filed.

5. The committee reviews the material and returns within ten (10) days a written report of its finding to all building principals, all media personnel and all members of the review committee. The committee may recommend that the questioned materials be:

   - Retained without restriction.
   - Retained with restriction.
   - Removed.

6. The building principal reports the recommendation of the review committee to the complainant.

7. The complainant, if not satisfied, may appeal the decision in writing to the superintendent.

8. In case of an appeal, the superintendent reports the recommendation of the review committee and the written appeal to the Board of Education. The Board of Education's decision will be final.

9. The decision of the Board is then reported to the principal and other appropriate professional personnel and then to the complainant. The principal shall then instruct the teacher/librarian to carry out the recommendation of the Board of Education.

****

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 08/08/1994

Revised: 08/11/2003

Camdenton R-III School District, Camdenton, Missouri

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FILE: IIA
CRITICAL

INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and regulations. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education. Instructional materials shall be selected on the basis of the following:

- Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Provide a background of information which will enable students to make intelligent judgments in their daily lives.
- Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of analytical reading and thinking.
- Provide materials that will present gender-fair and disability-aware concepts.
- Provide materials representative of varied religious, ethnic and cultural groups and their contributions to our heritage.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

* * * * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 08/08/1994

Revised: 12/13/1999

Cross Refs: DK, Payment Procedures
DN, Surplus School Property
KLB, Public Questions, Comments or Concerns Regarding Instructional/Media/ Library Materials

Legal Refs: §§ 170.051 - .171, RSMo.

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Camdenton R-III POLICY ONLINE

Jump to section: Go directly to code: Search by Keyword:

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FILE: IIAC
CRITICAL

INSTRUCTIONAL MEDIA CENTERS/SCHOOL LIBRARIES

The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.

It is the goal of the Board of Education to provide circulating material, reference resources and electronic media to meet or supplement the needs of the students and teachers in the school system. The district shall strive to meet the school media standards as prescribed by the Missouri Department of Elementary and Secondary Education.

The district librarians, teachers and administrators have the responsibility of recommending and selecting materials for the district, in accordance with state and district guidelines, and reconsidering or reviewing the district's collection as needed. The same criteria used to select new materials for the district will be used to determine whether the district will accept any gift of materials or to determine the selection of materials purchased with a monetary gift from an individual or group.

District librarians will organize and maintain the district's collection and aid students and staff members in locating resources.

The superintendent or designee will create procedures as needed to enforce the district policies and administer the district's media centers and libraries.

Intellectual Access

The library media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library media program should have access to resources and services free of constraints resulting from artificial barriers. Students will have access to library media selected and available in accordance with district policy and library media guidelines.

Confidentiality

Individually identifiable library records will be confidential as required by law. Individually identifiable library records of a student will be considered an education record under federal law and will be released in accordance with Board policy.

Individually identifiable library records of persons other than students will not be released to any person other than the person identified in the record or to district employees who need to know the information to perform their duties for the district. However, these records may be released upon written request by the person identified in the record or in response to a court order upon a finding that the disclosure is necessary to protect the public safety or to prosecute a crime.

As used in this policy, a "library record" is any document, record or other method of storing information retained, received or generated by a library that identifies a

person or persons as having requested, used or borrowed library material and all other records identifying the names of library users. The term "library record" does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library material in general.

* * * * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 08/08/1994

Revised: 08/11/2003

Cross Refs: EGAAA, Reproduction of Copyrighted Materials
JO, Student Records
KLB, Public Questions, Comments or Concerns Regarding District Instructional/ Media/Library Materials

Legal Refs: §§ 182.815 - .817, RSMo.

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Camdenton High School
Communication Arts Department
Literature Selection Review

Teacher:
Book title:
Author:
Publisher:

Genre:
Pages:
Copyright:

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book summary and summary citation (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

Provide an instructional rationale for the use of this title, including specific reference to the curriculum or course outcomes: (Feel free to attach a copy of the Course Level Expectations/Power Standards with indicators highlighted).

Include two professional reviews of this title: A suggested list of resources for identifying professional reviews is shown below. Reviews may be "cut and pasted" (with citation) into the form or printed reviews may be attached to the form.

Explicitly document any potentially controversial content:

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: Advanced, Regular, At-Risk

Grade Level(s)

Suggested Class:

Suggested Professional Literary Review Sources:
School Library Journal
Horn Book
Bulletin of the Center for Children's Books
VOYA (Voice of Youth Advocates)
Library Journal
Book Links
Publisher's Weekly
Booklist
Kirkus Review
Wilson Library Catalog
English Journal (and other resources of the National Council of Teachers of English)
The Reading Teacher (International Reading Association)
Literature for Today's Young Adults

Potentially Offensive Supplemental Materials Procedure

Teacher

- Completes the Potentially Offensive Materials form and submits a copy to her department chairperson and building principal.

Department

- Departmental discussion regarding the material occurs and a decision is made to remove the material at this point or forward the recommendation to the principal.

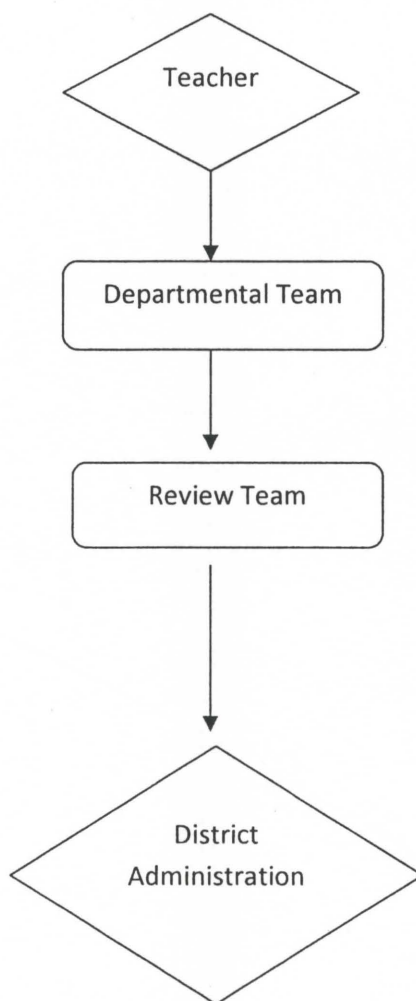
Principal

- Organizes a review team consisting of the following individuals:
  - 2 library media center specialists
  - The building principal
  - Teacher representative
  - 3 parent representatives at-large selected by the building administrator
  - Review Team

Review Team

- Consensus
  - It will be critical to gain consensus at the review team level prior to making a recommendation to the district administrative team.
  - Prior to voting, the following procedures will occur:
    - A copy of the Potentially Offensive Material form will be distributed to all team members prior to the first meeting.
    - A copy of the material in question should be distributed to all team members prior to the first meeting.
    - After having sufficient time to review the material, the team will convene and discuss the material in question. Topics will include:
      - What is the age of the students utilizing the material?
      - Is there clear alignment between the material selected and the course level expectations for the class in question?
      - When considering the totality of the material, does the significance of the work in meeting the course level expectations outweigh the potentially offensive content of the work?
      - Is the potentially offensive content of the material used to convey a deeper meaning or describe a setting that could not be detailed without the use of potentially offensive descriptive language or scenes?
  - After discussion, the team will be asked to anonymously vote on the material in question and submit their ballots to the principal. A clear ballot will be given to team

members stating that he/she votes to refer the material in question to the district administration for final approval or suggesting the material be removed from consideration at this point in the process. The principal will tally the votes immediately and announce the decision to the team. No further discussion may occur after voting has taken place.

- **Communication to District Administration**
    - District administration will review the findings of the team and consider any other relevant information regarding the material in question and make a determination regarding the appropriateness of the material.
    - Primary consideration will be given to the connection between the material and the course level expectation as well as the age of the students exposed to the material.

August 19, 2009

Dear Parent(s)/Guardian(s):

Your student is currently enrolled in ENG 10A, an honors English class at Camdenton High School. ENG 10A is a preparatory class for the International Baccalaureate program, and the curriculum requires that students consider international issues and perspectives. As a student in ENG 10A, your student will be exposed to a variety of genres and cultures from around the world. This exposure has multiple ramifications: students not only develop compassion for those in more challenging circumstances, but they also develop an increased appreciation of our lives as Americans.

Our first novel of the year, Kite Runner, is a student favorite which depicts life in Afghanistan before and during the Taliban regime from the perspective of an adult man who reflects on his experience as a boy. Well-written and exceptionally literary, the novel has been well-received by the public as well as literary critics and academia, and it is a wonderful text to use with students who are preparing for a world of global interaction. However, since its publication, Kite Runner has been surrounded by some controversy. Some of the scenes in the novel are graphic due to the fact that the novel is based in war-torn Afghanistan, a country already plagued by racial prejudice. Perhaps the two most controversial scenes in the novel are sexually suggestive scenarios which, however, are essential to the plot. If you have not read the novel and would like to do so, I have extra copies which I could send home with your student. However, if you do not feel comfortable allowing your student to experience these scenes, I do have copies of the novel from which the above scenes have been removed.

Please indicate below if you would like for me to make one of these accommodations, or feel free to contact me by one of the following methods:

- Email: nhubbard@camdentonschools.org
- Telephone: (573)-480-1859, extension 134.

Sincerely,

Nikki Hubbard
English Teacher
Camdenton High School

________ Please issue ________________________________ an unabridged copy of the novel Kite Runner .

________ Please issue ________________________________ an extra copy of the novel Kite Runner.

________ Please issue ________________________________ an abridged copy (scenes removed) of the novel Kite Runner.

Parent/Guardian Signature: ______________________________ Date: ____________________

10-10-09

SUPERINTENDENT OVERLANDER,

JUST A NOTE TO THANK YOU FOR THE DECISION TO REMOVE THE BOOK "KITE RUNNER"
FROM SCHOOL CURRICULUM.

ALTHOUGH OUR KIDS ARE GROWN AND WE DO NOT HAVE ANY IN THE SCHOOL SYSTEM, WE ARE PROUD TO BE CALLED CAMDENTON LAKERS AND CITIZENS OF THIS WONDERFUL COUNTRY.

SINCERELY,

Joan E. Mitchell
668 Panoramic Drive
Camdenton, MO 65020

October 12, 2009

Dr. Maurice Overlander, Superintendent
Camdenton R-III School District
P.O. Box 1409
Camdenton, MO 65020

RE: Required Reading of *Kite Runner*

Dear Dr. Overlander,

I sincerely appreciate your decision to take the book *Kite Runner* off of the required reading list for our students. I realize we live in a world full of violence and vulgarity but I regret that some teachers feel it is necessary to have our students read detailed accounts of such things. We will not stop such actions by reading the descriptive details depicted as lewd pornography. I indeed read the excerpt of the book and was appalled that this was my 15 year old student's first reading assignment of the school year. I was disgusted that I was put in a position that I had to read such trash just to say that I didn't want my son to have to read it. I must question the fact that we have teachers mentoring our students who seem to think this is appropriate reading. I would think any students who were walking in the halls quoting such passages out loud would be reprimanded, and yet this is what our students are expected to be reading? It seems a double standard to me that our students are reprimanded for inappropriate language but then required to read it. Last year I'm aware of my son being required to read another book which was full of foul and suggestive language. I appreciate you reviewing on a regular basis the books that our students are required to read.

Thank you again for looking into this situation. I appreciate all you do.

Sincerely,

October 10, 2009

Dr. Maurice Overlander
Camdenton RIII Schools
Camdenton, MO

Dear Dr. Overlander:

I wish to express my support of your decision to remove the book titled *"Kite Runner"* from the high school mandatory reading list. I hope and trust that this kind of thing will not happen again in our school district.

Part of our decision to move here fifteen years ago was based upon the good reputation of the Camdenton School District. It's high standards, good teachers and caring, honorable school leaders are a lot to live up to on a daily basis, but we know that you are all doing the best job you can do. We thank all of the School Board Members for taking their responsibility seriously.

I am glad this whole issue happened on your 'watch,' Dr. Overlander. I know that you will put safeguards and policies in place to further protect our children in the future.

Sincerely,